

Richmond Drive Elementary

1162 Richmond Drive
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	506 Students	
Principal	Patrick Maness	803-981-1930
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	22	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	Yes

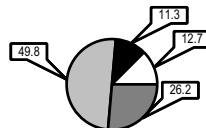
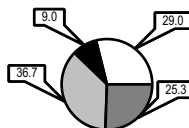
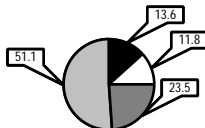
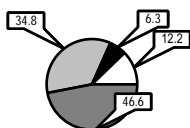
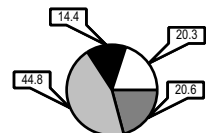
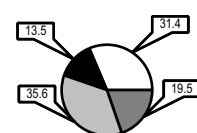
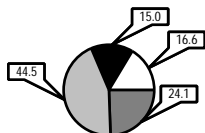
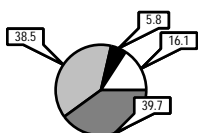
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	252	100.0	12.2	34.8	46.6	6.3	62.9	Yes	Yes
Gender									
Male	124	100.0	17.4	36.7	43.1	2.8	56.9		
Female	128	100.0	7.1	33.0	50.0	9.8	68.8		
Racial/Ethnic Group									
White	147	100.0	6.8	26.5	56.1	10.6	74.2	Yes	Yes
African American	84	100.0	21.7	46.4	31.9	0.0	46.4	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	18.2	63.6	18.2	0.0	27.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	229	100.0	10.0	34.8	48.3	7.0	65.7		
Disabled	23	100.0	35.0	35.0	30.0	0.0	35.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	252	100.0	12.2	34.8	46.6	6.3	62.9		
English Proficiency									
Limited English Proficient	11	100.0	36.4	45.5	18.2	0.0	27.3	I/S	I/S
Non-Limited English Proficient	241	100.0	11.0	34.3	48.1	6.7	64.8		
Socio-Economic Status									
Subsidized meals	119	100.0	20.4	48.5	31.1	0.0	38.8	Yes	Yes
Full-pay meals	133	100.0	5.1	22.9	60.2	11.9	83.9		

Mathematics – State Performance Objective = 36.7%									
All Students	252	100.0	11.8	51.1	23.5	13.6	56.6	Yes	Yes
Gender									
Male	124	100.0	14.7	47.7	20.2	17.4	56.0		
Female	128	100.0	8.9	54.5	26.8	9.8	57.1		
Racial/Ethnic Group									
White	147	100.0	7.6	47.0	25.8	19.7	67.4	Yes	Yes
African American	84	100.0	20.3	58.0	18.8	2.9	39.1	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	18.2	63.6	9.1	9.1	27.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	229	100.0	10.0	51.2	24.4	14.4	59.2		
Disabled	23	100.0	30.0	50.0	15.0	5.0	30.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	252	100.0	11.8	51.1	23.5	13.6	56.6		
English Proficiency									
Limited English Proficient	11	100.0	27.3	45.5	18.2	9.1	27.3	I/S	I/S
Non-Limited English Proficient	241	100.0	11.0	51.4	23.8	13.8	58.1		
Socio-Economic Status									
Subsidized meals	119	100.0	19.4	63.1	13.6	3.9	34.0	Yes	Yes
Full-pay meals	133	100.0	5.1	40.7	32.2	22.0	76.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	252	100.0	29.0	36.7	25.3	9.0	34.4
Gender							
Male	124	100.0	29.4	33.9	26.6	10.1	36.7
Female	128	100.0	28.6	39.3	24.1	8.0	32.1
Racial/Ethnic Group							
White	147	100.0	20.5	31.8	34.8	12.9	47.7
African American	84	100.0	39.1	46.4	10.1	4.3	14.5
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	72.7	27.3	0.0	0.0	0.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	229	100.0	25.4	38.8	25.9	10.0	35.8
Disabled	23	100.0	65.0	15.0	20.0	0.0	20.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	252	100.0	29.0	36.7	25.3	9.0	34.4
English Proficiency							
Limited English Proficient	11	100.0	81.8	18.2	0.0	0.0	0.0
Non-Limited English Proficient	241	100.0	26.2	37.6	26.7	9.5	36.2
Socio-Economic Status							
Subsidized meals	119	100.0	49.5	35.0	14.6	1.0	15.5
Full-pay meals	133	100.0	11.0	38.1	34.7	16.1	50.8

Social Studies							
All Students	252	100.0	12.7	49.8	26.2	11.3	37.6
Gender							
Male	124	100.0	13.8	46.8	26.6	12.8	39.4
Female	128	100.0	11.6	52.7	25.9	9.8	35.7
Racial/Ethnic Group							
White	147	100.0	7.6	44.7	31.1	16.7	47.7
African American	84	100.0	26.1	58.0	13.0	2.9	15.9
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	72.7	27.3	0.0	27.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	229	100.0	11.4	48.8	27.4	12.4	39.8
Disabled	23	100.0	25.0	60.0	15.0	0.0	15.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	252	100.0	12.7	49.8	26.2	11.3	37.6
English Proficiency							
Limited English Proficient	11	100.0	0.0	63.6	36.4	0.0	36.4
Non-Limited English Proficient	241	100.0	13.3	49.0	25.7	11.9	37.6
Socio-Economic Status							
Subsidized meals	119	100.0	22.3	56.3	18.4	2.9	21.4
Full-pay meals	133	100.0	4.2	44.1	33.1	18.6	51.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	69	100.0	10.4	19.4	62.7	7.5	70.1
	4	77	98.7	20.8	38.9	36.1	4.2	40.3
	5	93	100.0	24.7	47.2	28.1	N/A	28.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	95	100.0	8.2	12.9	64.7	14.1	78.8
	4	72	100.0	9.4	53.1	35.9	1.6	37.5
	5	85	100.0	19.4	44.4	34.7	1.4	36.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	69	100.0	15.2	56.1	19.7	9.1	28.8
	4	77	100.0	16.4	43.8	26.0	13.7	39.7
	5	93	100.0	19.1	43.8	22.5	14.6	37.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	95	100.0	3.5	58.8	29.4	8.2	37.6
	4	72	100.0	15.6	42.2	28.1	14.1	42.2
	5	85	100.0	18.1	50.0	12.5	19.4	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	95	100.0	20.0	40.0	32.9	7.1	40.0
	4	72	100.0	32.8	40.6	21.9	4.7	26.6
	5	85	100.0	36.1	29.2	19.4	15.3	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	95	100.0	5.9	48.2	30.6	15.3	45.9
	4	72	100.0	3.1	59.4	28.1	9.4	37.5
	5	85	100.0	29.2	43.1	19.4	8.3	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 506)				
First graders who attended full-day kindergarten	95.8%	Up from 91.7%	100.0%	100.0%
Retention rate	1.5%	Up from 1.3%	2.6%	3.0%
Attendance rate	97.0%	Down from 97.1%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 5.5%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.2%	Down from 2.9%	2.7%	3.2%
Eligible for gifted and talented	23.7%	Up from 23.2%	18.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.6%	Down from 5.1%	7.9%	8.2%
Older than usual for grade	0.2%	Up from 0.0%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	71.4%	Up from 70.6%	53.1%	52.6%
Continuing contract teachers	97.1%	Up from 88.2%	84.6%	83.3%
Highly qualified teachers	91.4%	Up from 89.3%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.2%	0.0%	0.0%
Teachers returning from previous year	93.5%	Up from 90.7%	89.2%	87.0%
Teacher attendance rate	92.6%	Down from 95.2%	94.8%	95.0%
Average teacher salary	\$46,058	Up 5.0%	\$42,430	\$41,703
Prof. development days/teacher	10.6 days	Up from 10.3 days	12.3 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	19.6 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 91.5%	90.0%	89.8%
Dollars spent per pupil*	\$6,105	Up 2.6%	\$5,813	\$6,242
Percent of expenditures for teacher salaries*	75.2%	Up from 74.6%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Richmond Drive had quite a face lift during the 2004-2005 school year. Renovations for the school include beautiful new entranceways and lobby areas. Students and parents entering the school from McDow Street are welcomed by new landscaping designs which replaced old fencing and gates. All hallways were painted and thirty-six bulletin boards were installed to create galleries showcasing student work. Many classrooms were painted to make learning environments that are much more colorful and inviting. Old carpet in six classrooms was replaced with new tile. These improvements are attributed to the effort of the PTO and SIC working with the district Operations Department and are part of an ongoing effort to upgrade the school in order to create a more friendly and welcoming environment.

In addition to physical improvements, the school made major changes in literacy instruction. Teachers met twice monthly as a part of a class focusing on improving their reading and writing instruction. Every day, students were given opportunities to read independently and to receive targeted literacy instruction. Each teacher increased the number of books in their classroom libraries. Students were assessed three times during the year to determine growth in reading comprehension and accuracy. Staff members devoted more time to conference with children as real readers and writers. To foster these kinds of changes, third through fifth grade teachers switched from teaming to self-contained classes. This further allowed them to better integrate the different content areas. The Rock and Roll Reading Program offered children the opportunity to continue their growth as readers during the summer. The school utilized Title I and PTO funds to facilitate many of these changes.

Richmond Drive engaged students as learners in many other ways throughout the year. Fourth grade teachers took their students on a three day trip to Williamsburg. Fifth grade children experienced the best of Charleston on an all-day trip. Third graders spent time in Columbia and Kings Mountain while second grade and first grade went to Discovery Place and the Museum of York County respectively. Kindergarten children made local stops in Rock Hill to learn more about their community. All third grade students participated in a Spanish immersion program where they received daily language instruction either by television or a foreign language teacher. All upper grades children learned Powerpoint and appropriate use of the Internet as a part of their weekly instruction. To further encourage the integration of technology in classroom lessons, the PTO purchased digital cameras for each grade level and computer printers for each classroom. Becky Faris, Julia Nichols, Linda Lamb, and Angie Parkman coached and mentored forty girls in the Girls on the Run after-school program. Each girl worked towards a goal of completing a 5K road race while learning about self esteem and body image. All fifth grade students had jobs in the Tiger Employment Network. Richmond Drive continued to participate in the Core Essentials character education program sponsored by Chick-fil-A. Staff members affirmed and praised children for exhibiting character traits highlighted each month. Students enjoyed and participated in drama performances by Porkchop Productions at the end of the year. These special learning opportunities occurred only through the coordination of resources provided by the PTO, SIC, and school staff. Richmond Drive is indeed blessed to have so many people working so hard to provide so much for children.

Patrick Maness, Principal
Kathryn McGregor, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	80	54
Percent satisfied with learning environment	86.1%	85.0%	86.8%
Percent satisfied with social and physical environment	86.1%	88.3%	79.2%
Percent satisfied with school-home relations	100.0%	88.6%	69.8%

*Only students at the highest elementary school grade level at this school and their parents were included.